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ABSTRACT

This booklet, with a physical workout "get-in-shape" theme, is intended to stimulate cooperation between public and school libraries in providing services to elementary and secondary level students. The potential benefits of cooperation are cited, including sharing ideas and materials; reaching a wider audience by sharing publicity for activities; saving time and effort by sharing planning responsibilities; saving money by sharing expensive resources; creating a positive image of librarians working together; and increasing community awareness and perhaps translating that awareness into greater support at budget time. Following a brief discussion of benefits and possible hurdles, the workout book suggests 20 specific programs (10 for public librarians and 10 for school librarians) that have been successfully tested by the librarians who submitted them. These activities include: a survey of teen interests; a videotape to promote interest in a summer reading program; introducing parents and teachers to books suitable for reading aloud; a library tour to introduce a school library club to the organization and functions of a public library; an introduction for middle and junior high students to folktales and storytelling skills; and a public library breakfast for school librarians and supervisors. (THC)

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The School Librarian's Workout Book

A GUIDE TO COOPERATING WITH PUBLIC LIBRARIES

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Christina Dunn

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Virginia State Library
1984
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Coaches

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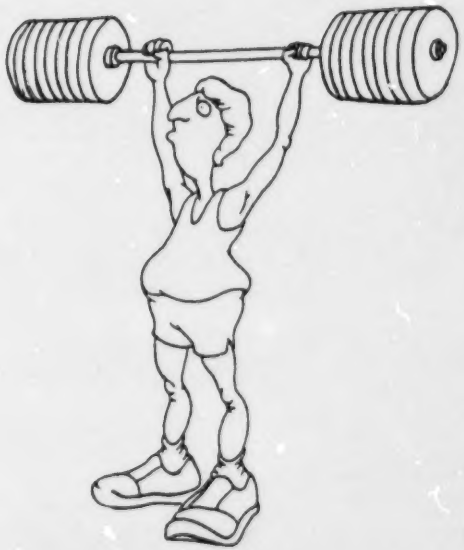
Getting in Shape to Cooperate

The country has gone workout crazy. So why not a workout book to stimulate cooperation between school and public libraries!?! What you have in your hands are stimulating exercises for you to try. They don't promise a quick and easy solution to the challenges of cooperation, but they do suggest programs that could put both of you in better shape.

Since the education and enjoyment of children are always of prime importance to both school librarians and public children's librarians, there should be an inherent desire to work together. Cooperation begins with a willingness to find out more about the activities and resources of the public libraries down the road or around the corner. Thus, communication is the key to cooperation.



The potential benefits of cooperation to children and the libraries that serve them are great.

- *Sharing ideas and materials serves young people in a wider variety of ways than can be accomplished by an individual institution.*

- *Sharing publicity for activities carries information to a wider audience, and reinforces and supports those activities.*

- *Sharing the planning for activities saves time and effort, and encourages new approaches and ideas.*

- *Sharing expensive resources saves money.*

- *Creating a positive image of librarians working together increases community awareness of all libraries and their services.*

- *Improving awareness can translate into greater support at budget time.*

Just as in any exercise or workout program, nobody said cooperation would be easy. There are going to be hurdles in your path. First, it may be difficult simply to get together, let alone discuss the advantages of cooperation. Also, the fear that you might be infringing upon another's territory could stop any thoughts of sharing resources. There is the occasional librarian who is more concerned that the right book is returned to the right library than that the right book is provided to the right child at the right time.

Another hurdle which often impedes progress toward cooperation is that of stereotyping. Do you share the typical image that public children's librarians do not have to work as hard, do not have discipline problems, and get to do only fun activities every day? The least they can do is come in and conduct a program for you. After all, you are terribly overburdened and have spent all that time preparing activities for each class! In fact, both school and public librarians must face overwhelming amounts of work with insufficient staff to meet the growing information needs of sophisticated young people. Believe it or not, public children's librarians also might have misconceptions about you.

One of the most obvious hurdles is that of funding. If there are any cooperative ventures requiring a budget, who is responsible for those costs? In some cases, public library jurisdictions are different from your own, making the situation even more complicated. For this reason, if for no other, it is essential to consult with school and public library officials when planning formal cooperative activities. With their support, it may be relatively simple to arrange funding from one or both sources, or from PTA/PTO or Friends groups.

By opening channels of communication, these hurdles become less critical. If you have had no previous contact with your local public children's librarians, now is the time to get acquainted. If you already have achieved an informal working relationship, i.e., you exchange occasional phone calls, receive or distribute information for special programs, and appear on each others' mailing lists, why not explore the possibilities of more formal communication and cooperation.

Like any good workout program, cooperation requires commitment. It also requires a plan of action. This booklet is just that. It contains exercises which have been successfully tested by the librarians who submitted them.

WARNING: BEFORE STARTING ANY OF THE FOLLOWING EXERCISES, PLEASE CONSULT YOUR SUPERVISOR AND/OR PRINCIPAL.

Exercises for Cooperation

WARM-UPS

WHAT: *Automated Library Catalog Orientation*

WHY: *To develop a program of skills instruction for students who will be using the new public library automated catalog.*

HOW: *School and public librarians develop an audiovisual instructional package for elementary school students. The public library staff writes the script and the school system produces the slide/tape program, which is given to both school and public libraries to use. A visit to the public library for hands-on experience is recommended as a follow-up to use of the instructional package.*

Elizabeth Green
Hampton City Schools

INSTANT REPLAY

WHAT: *Dial-a-Story Tapes*

WHY: *To encourage children to write and/or tell short stories which are taped for the public library dial-a-story service; to promote the dial-a-story service; and to encourage self-esteem, and reading and writing skills.*

HOW: *To publicize the activity send letters to all public and private schools, place flyers and posters wherever children are found, prepare public service announcements, and make special presentations to selected schools. After choosing students, the public librarian schedules taping sessions after hours at individual schools. Encourage students to put feeling into their readings to increase listener interest. The 2 1/2 to 3 minute stories, which are changed weekly, can be heard by phoning the library 24 hours a day, 7 days a week.*

This activity can be open to all students or may be limited to specific grade levels using a contest format.

Demetria Tucker Lewis
Roanoke City Public Library

Betty Conley
Washington County Schools

MEASURING UP

WHAT: *Brochure on Public Library Services for Teachers*

WHY: *To familiarize teachers with the most effective ways of using public library services.*

HOW: *After identifying the demands school assignments place on the public library, school and public librarians plan and write a brochure, which is printed by the school system for distribution to all teachers by school librarians. Include types of information and materials available, teacher loans and other services, and ways of minimizing student frustrations and assuring success with assignments.*

To further promote public library use, arrange for the public librarian to speak at an inservice or staff meeting during the school year.

Isabel Berney
Pulaski County Schools

STRETCH YOUR IMAGINATION

WHAT: *Visiting Storytellers*

WHY: *To allow school librarians to meet parents of preschool children, to demonstrate storytelling techniques, and to encourage parents to use these storytelling techniques at home.*

HOW: *Distribute flyers to parents during regularly scheduled storyhour announcing special Christmas storytelling by the school librarian and inviting parents to attend. At the conclusion of the program, provide a cookie and juice reception. Gift certificates good for reading aloud are prepared for parents to give for Christmas or another special occasion.*

The program could be either part of a regular storyhour or a special event requiring preregistration (limit number of participants).

Bobbie Bowyer
Prince William County Schools

DOUBLE PLAY

WHAT: *Teaching Teens to Read to Young Children*

WHY: *To encourage middle, junior-high, or high school students to read to children who are in their care and to develop skills in selecting books to read to young children.*

HOW: *Arrange for the public librarian to present a class lecture on selecting books to read to young children. Demonstrations of storytime techniques also are featured. This program prepares students to work on special projects with kindergarten or preschool children and to accept babysitting jobs.*

This type of program also could be offered as a public library program and publicized through the schools.

Beth Lyon
Portsmouth Public Library

Carolyn Caywood
Virginia Beach Dept. of Public Libraries

AN APPLE A DAY

WHAT: Sharing Resources

WHY: To make optimum use of an institution's resources which are not always in heavy demand and which could be used elsewhere.

HOW: Identify services and/or materials which may be beneficial to another institution. Develop policies and procedures for use, and share this information with appropriate colleagues. Consider sharing materials and equipment for the hearing and sight impaired, equipment for graphic arts production, television studios and video equipment, audiovisual materials, picture books, and art prints.

Joyce Tuckloff
Franklin County Library

Elizabeth Green
Hampton City Schools

Patricia Larrabee
Portsmouth Public Library

WALK-A-THON

WHAT: *Library Club Tour*

WHY: *To introduce a school library club to the organization and functions of a public library.*

HOW: *After requesting a behind-the-scenes tour of the public library, the school librarian arranges to transport members of the library club to the site. The introductory tour emphasizes personnel and the responsibilities, education, and skills of each. Students learn that libraries require a variety of activities and offer many career opportunities.*

Carolyn Shelhorse
Danville Public Library

FOLLOW THE LEADER

WHAT: Folktale and Storytelling Workshop

WHY: To introduce middle and junior high students to folktales from around the world and to provide them with basic storytelling skills.

HOW: The school librarian requests the public librarian to present a workshop to meet curriculum objectives. The public librarian introduces folktales through storytelling and booktalking and introduces skills which will enable students to present a tale to their class.

Debbie Reinfried
Alexandria Public Library

FOOD FOR FITNESS

WHAT: *Public Library Breakfast for School Librarians and Supervisors*

WHY: *To promote better cooperation and understanding between public and school librarians.*

HOW: *After establishing the activity and date with the school library supervisor, the public librarian issues invitations to all school librarians to attend a breakfast at the public library. The public library supplies the food. Everyone benefits from the informal opportunity of getting to know colleagues.*

Ellen Cornelius
Lynchburg Public Library

READING MARATHON

WHAT: *Summer Reading Program Extension Service in School Libraries*

WHY: *To promote reading among children who are far removed from activities at public library buildings or the bookmobile.*

HOW: *Identify suitable school library sites for summer outreach services. Seek approval from the school division administration and the public library director. Select and train personnel to coordinate and manage the summer program. In addition to the school's collection, titles from the public library may be loaned to provide services for all age groups. Make a special effort to promote this service since this normally is an unserved area.*

The budget for personnel and facilities should be planned well in advance, as specific funding may be required from the public library and/or the school division.

Terry Bailey
Lynchburg City Schools

Lynn Fillhart
Portsmouth Public Library

Isabel Berney
Pulaski County Schools

Go for it! Cooperate!

Names and numbers you need to know:

NAME	*SCHOOL/LIBRARY*	*PHONE*

read on for more exercises

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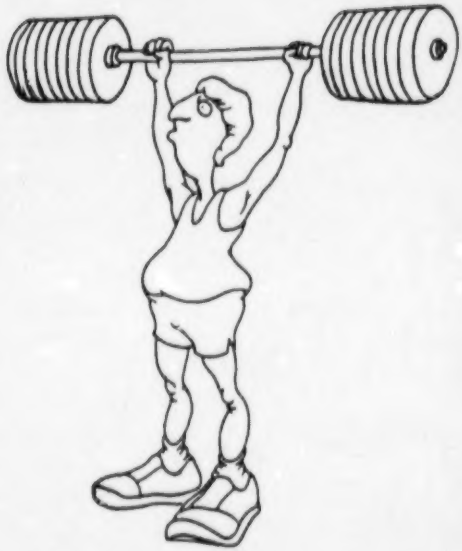

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Another hurdle which often impedes progress toward cooperation is that of stereotyping. Do you share the typical image that school librarians do not have to work as hard, have all summer off, and get to go home at 3:30 every day? The least they can do is help you advertise your program. After all, you are terribly overburdened and have spent all that time preparing the activity! In fact, both school and public librarians must face overwhelming amounts of work with insufficient staff to meet the growing information needs of sophisticated young people. Believe it or not, school librarians also might have misconceptions about you.

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Exercises for Cooperation

TAKE A BREAK

WHAT: *Bibliography for Read-Aloud Books*

WHY: *To provide a list of titles available at the public library which will encourage reading aloud in the home and classroom.*

HOW: *School librarians suggest read-aloud titles for specific grade levels, including preschool. Organize the bibliography by grade level; for each entry, include the call number, author, title, and location of public library holdings. An annotation also can be included. The public library compiles and prints the bibliography and distributes it to school librarians, school teachers, and parents. Note on the publication that it is a joint project, naming the contributing groups, and state the objective of the project.*

Use to celebrate a special event, like Children's Book Week.

Joy Antrim
County of Henrico Public Library

CHECK-UP

WHAT: Student Survey

WHY: To gather information about teen interests which would help in planning public library programs and publicity.

HOW: The public librarian contacts the school librarian and arranges to visit eighth and tenth grade English classes to distribute questionnaires. The questionnaire is designed to request information in three areas: program interests, effective publicity methods, and library services used. Tally the results for use by both public and school librarians to create better teen programming.

Carolyn Caywood
Virginia Beach Dept. of Public Libraries

ACTION SHOTS

WHAT: *Videotape for Broadcast in the Schools*

WHY: *To promote interest in the summer reading program to students k-12, to promote reading through booktalking, and to promote services of the public library to school faculty and staff.*

HOW: *Public and school librarians plan and write the script, public librarians present the program, and the school system produces the program. Make videotapes available for broadcast over cable television or over the school system's in-house video station, and/or duplicate videotapes and circulate them to individual schools.*

Richmond Public School's videotape promoting the summer reading program won a 1983 John Cotton Dana Special Public Relations Award.

Frances Goode
Chesterfield County Public Library

Beverly Bagan
Richmond Public Schools

OPENING MOVES

WHAT: *Booktalking to Parents*

WHY: *To introduce parents and teachers to books suitable for reading aloud to children in kindergarten through seventh grade.*

HOW: *School and public librarians make a presentation, using a booktalk format to introduce specific titles, at the PTO/PTA meeting. Divide the responsiblity, e.g., the school librarian talks about books for grades k-4 and the public librarian for graces 5-7. Display the titles presented to promote further interest.*

Carolyn Shelhorse
Danville Public Library

HOLIDAY PUSH-UPS

WHAT: *Christmas Booklist*

WHY: *To provide parents with information about book titles suitable for gift giving and to make them more aware of the value of giving books to children.*

HOW: *School and public librarians select titles for inclusion on the list. Arrange the list by age level, including title, author, publisher, date of publication, and brief annotation for each entry. Prior to Thanksgiving distribute the booklist to parents through the schools. Also make the booklist available at the public library until Christmas. Share paper and printing costs.*

Deborah Weilerstein
Arlington Public Library

Luke Yaeger
Arlington County Schools

Beverly Bagan
Richmond City Schools

CHIN-UPS

WHAT: *Sharing Student-Produced Materials*

WHY: *To increase students' self-esteem and to provide library displays or promotional materials.*

HOW: *Identify a special event or project which would result in an artistically pleasing finished product. Contact colleagues, and together plan for the appropriate use of the project. Examples include bookmarks created by children in the public library and distributed to all schools, mobiles of book titles prepared in school and displayed at the public library, and a local history and genealogical audiovisual display at the public library.*

Jean Camm
Amherst County Schools

Sam Nixon
Roanoke City Schools

START THE DAY OFF RIGHT

WHAT: Kindergarten Orientation

WHY: To ease the apprehensions of children about to begin kindergarten.

HOW: Contact school media supervisor and arrange for an appropriate representative of the school system to take part in the program. Share the responsibilities for telling stories about going to school, presenting puppet shows, and providing other exciting information about school. Kindergarteners from the previous year also can share information. Promote the program to parents of children who are participating in the public library's preschool storytime, as well as to other interested parents. Radio spot announcements and newspaper features are additional publicity techniques.

Ellen Cornelius
Lynchburg Public Library

ALL TOGETHER NOW

WHAT: Joint Activities for the Community

WHY: To provide programs of special interest to the public which, due to financial or other constraints, could not be supported by any one institution.

HOW: After determining that community needs and interests can be met by a particular program or speaker, public and school librarians plan and fund the activity jointly. This includes preparing flyers and other promotional literature and securing local news coverage.

This type of activity could involve the support of such special interest or community groups as the Friends of the Library, the PTA/PTO, or the Audubon Society.

Veronica Cooper
Chesterfield County Schools

N. Hartley Schearer
Friends of The Handley Library

AEROBICS

WHAT: Staff Development

WHY: To provide an activity of professional interest to both school and public librarians which will reinforce skills, influence attitudes, and/or impart information.

HOW: Jointly identify needs to be addressed, plan the workshop, and select presentor(s). After establishing a date, time, and location, all librarians within a locality are invited to participate. Follow-up activities should be encouraged.

If presenters from outside the school or public library system are to be involved, arrangements should be made well in advance to ensure participation and to determine if fees are required.

Veronica Cooper
Chesterfield County Schools

Betty May Sacra
Spotsylvania County Schools

Carolyn Caywood
Virginia Beach Dept. of Public Libraries

Ned Browning
Winchester City Schools

PUMPING IRON

WHAT: *Summer Reading Program Promotion*

WHY: *To notify parents and students about the programs sponsored at the public library during the summer.*

HOW: *Contact the school administration and request that the division superintendent cosign, with the public librarian, a letter to parents detailing summer program information and emphasizing the importance of the program. Send the letter home with students from school. The division superintendent also can lend his support by promoting the program through local television, radio, and newspapers.*

Gladys Pannell
Campbell County Schools

Go for it! Cooperate!

Names and numbers you need to know:

NAME	*SCHOOL/LIBRARY*	*PHONE*

read on for more exercises